

# **Clinical Education**

The clinical education component of the athletic training major refers to the time spent in the actual practice setting either on campus with the Marquette faculty and staff, or out in the community with an off-campus affiliated site. These experiences apply classroom learning to “real world” situations. In essence, this is the culmination of everything learned in the athletic training major. The Clinical Coordinator and Practicum Coordinator at Marquette University are responsible for developing and maintaining clinical sites and facilitating the selection of clinical placements.

## **Clinical Education Policy**

The clinical rotations of athletic training students at Marquette must encompass and accomplish a variety of goals. Students must have opportunities to gain clinical experiences associated with a variety of different populations including genders, varying levels of risk, protective equipment, experience in both acute and traumatic injuries, exposure to upper extremity, lower extremity and trunk issues, and medical experiences that address the continuum of care. Clinical placements into the different setting and assignments to different clinical instructors in those settings is determined by the Clinical Coordinator for athletic training, who considers all of the above criteria when planning students’ clinical placements, in addition to each student’s personal situation, interpersonal skills, history of clinical performance, timeliness, athletic training student rotation wishes and preferences, and each student’s professional goals. The ultimate goal of clinical rotations at Marquette is to prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession.

The ATS’s clinical instructors and clinical proficiency course instructors must have the opportunity to regularly and frequently evaluate student progress and learning. Feedback is obtained and reviewed to ensure the effectiveness of the experience. The requirements defined in the clinical proficiency course syllabi provide a framework to guide student clinical experiences and allow the Athletic Training Educational Program (ATEP) faculty ACI’s to carefully monitor the clinical experience.

The duration and expectations of these clinical experiences is consistent with the expectations for all clinically related disciplines on Marquette’s campus and across the nation. Students are expected to complete on average 10 hours per week in the clinical setting as a requirement of the proficiency courses. These hours are to be agreed upon by the ATS and the CI, and can vary from week to week depending on schedules, competitions, competitive seasons, and academic requirements. A minimum of 160 hours is required for

their participation.

### Sophomore Year

Sophomores start the year with a knowledge of emergency care procedures, CPR, taping, and other skills learned in the freshman classes. They begin to take responsibility for coverage of practices, games, athletic training room treatments, and general operations of the athletic training room under the direct supervision of Marquette's faculty and staff, with the upper classmen as role models and resources. Sophomores complete three rotations over the course of this year in three different athletic training environments. Each rotation is performed under the direct supervision of a Marquette staff or faculty athletic trainer. They are expected to report to campus when the particular CI that they are assigned to begins covering formal practices – usually two weeks before classes begin – in mid August. The clinical coordinator assists those students in need of housing to find accommodations. As the year progresses, the sophomore athletic training classes teach evaluation of specific musculoskeletal injuries throughout the body, and the athletic training student is expected to apply that knowledge under direct supervision in the evaluation of athletes in the clinical setting.

**Requirements:** Minimum of 10 hours per week in the clinical environment (minimum 160 for the semester). Return to campus mid August - earlier than the general student body - to begin their clinical rotations. One day following athletic training medical director in student health clinic. One afternoon each semester assigned to follow team physician in the athletic training room.

### Junior Year

This is the take charge year. Junior students, under the direct supervision of Marquette's faculty and staff athletic trainers, run the athletic training room in day to day operations. They have had their injury evaluation classes and during the course of this year will expand their knowledge of treatment options, management skills, general health and nutrition issues, and exercise prescription. They assist in scheduling student coverage for events and practices, providing evaluation and treatment to athletes, and are responsible for ensuring that the sport responsibilities of their present CI are well cared for. They are involved in the day to day decision making about the athletic training needs of the athletes. In the spring, they step out of the comfort of the on-campus environment into the community when they spend their last 8 week clinical rotation at a local off-campus site under the direct supervision of a community athletic trainer.

**Requirements:** Minimum of 10 hours per week in the clinical environment. Return to campus mid August - earlier than the general student body - to begin their clinical rotations. One day following athletic training medical director in student health clinic. One afternoon following team physician in the athletic training room. 8 week off campus rotation at the end of spring semester.

### Senior Year

By senior year, the student is expected to be capable of functioning in the clinical environment with little intervention from the clinical instructor. Seniors are assigned to a specific sport for the year. Under the direct supervision of Marquette's faculty and staff athletic trainers, they oversee the coordination of coverage of their sport, are involved as their time permits, in the directly supervised provision of coverage for that sport's events, and act in a consulting role for freshman, sophomore, and junior students with questions in the clinical environment. They spend their fall semester clinical time under the direct supervision of a community athletic trainer covering an area high school or collegiate football team to gain proficiency in meeting the needs of that particular high risk sport. Their final semester is spent performing a semester long internship at a clinical site pertinent to their area of interest. They assist Marquette's clinical coordinator in the selection and formalization of the clinical site for this last internship. During that time, they work full time side-by-side with the clinical instructor to become fully proficient as an independent athletic trainer.

**Requirements:** 10 hours per week in the clinical setting covering football in the fall semester and in Marquette's athletic training environment after football is over. Full-time internship second semester in an athletic training setting related to their professional goals.

### Hour Requirements:

By its nature, athletic training competency is largely based on experience. There is no definite method to predict how many repetitions it will take a student to gain comfort and competency in a particular skill needed in the practice of athletic training. The hour requirements listed above for each level of the program are based on the minimum amount of time that Marquette faculty feel is needed to sufficiently expose the student to the various injury management techniques, taping, injury evaluation, and treatment techniques needed by a competent athletic trainer. There is no way to “schedule” acute injuries to occur on the field. Role playing is an effective method for learning the mechanics of acute injury management, but competent performance of these techniques in a real time emergency situation takes practice. This obviously necessitates a student being present when the injuries occur. The hour minimums are in place as a means of documenting that an athletic training student has had sufficient exposure to the variety of occurrences in the athletic training setting. These certainly are not maximums; a student who is not comfortable with their skills or who has been evaluated poorly in their clinical rotations can and should schedule themselves for additional practice in the clinical environment. The athletic training major will not, however, *require* that more than 10 hours per week be completed in the clinical setting. A minimum of 160 hours is required for each semester. ATS’s are not allowed to go beyond 320 hours per semester (20 hours per week) during the proficiency course timeframe. This limit does not include hours performed voluntarily outside of the academic calendar.

application no advanced modalities.

2<sup>nd</sup> semester sophomore: Upper Extremity Assessment and Modality application as these skills have been acquired in class or lab.

Junior: 1<sup>st</sup> semester Junior: All assessments, modality application and post rehabilitation therapeutic exercise also strength and conditioning programs.

2<sup>nd</sup> semester Junior: All athletic training skills with emphasis on assessment of general medical disorders for referral to a physician.

Senior: All skills.

### Evaluation of Clinical Performance

Clinical education is an integral part of the clinical proficiency classes each semester – ATTR 2981, 2982, 3983, 3984, and 3985. Successful accomplishment of your clinical assignment is necessary to earn a passing grade in those classes. Your participation and skill accomplishment is

